Ministry of Education

2016/17 – 2018/19 SERVICE PLAN

February 2016

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Minister Accountability Statement

The *Ministry of Education 2016/17 - 2018/19 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

The Honourable Mike Bernier
Minister of Education
February 1, 2016

Purpose of the Ministry

The purpose of the British Columbia school system is to enable the approximately 550,000 public and 80,000 independent school students, and over 2,200 home-schooled children, enrolled each school year, to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy. The Ministry provides leadership and funding to the K-12 education system through governance, legislation, policy and standards. The Ministry's role in helping to meet the purpose of the school system involves co-governing the K-12 education system with boards of education, working closely with a network of partners, including independent school authorities, professional education organizations, public libraries, First Nations representatives, provincial ministries and agencies and the private sector. Specific roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

Strategic Direction

One of the goals of this government is to make sure British Columbians are at the front of the line for the one million job openings forecasted for the BC economy in the coming years. The ability of British Columbians to take advantage of our growing economy is determined in part by ensuring that the right opportunities are made available to students in different areas of the province. To this end, the Ministry is focused on priorities outlined in the Minister of Education's Mandate Letter: a balanced budget; restructured collective bargaining process, improved professional development practices, successful implementation of BC Jobs Plan and BC's Skills for Jobs Blueprint: Re-engineering Education and Training priorities; and continuation of the educational reforms outlined in the BC Education Plan. In accordance with the Taxpayer Accountability Principles, we need to ensure we are stretching the value of every dollar provided by taxpayers to BC's school system. By working

with School Districts to reduce the cost of administrative overhead, we can help maximize resources for the classroom. Many of the activities leading to successful delivery of this Plan will depend on effective collaboration between government ministries, School Districts, teachers, parents, post-secondary institutions, provincial agencies, industry and employers.

Strategic Context

BC has an education system that strives to motivate talented and engaged students, through outstanding delivery by teachers, involving committed parents, and establishing links to dedicated education partners. BC students perform among the best in the world by many measures. Characteristics of a strong education system include a continuous drive to improve outcomes for each learner and address differences amongst particular groups of students, most notably Aboriginal learners. The Ministry will continue to work with all education partners to seek these improvements.

It is well known that engagement is a critical success factor in student achievement. Disengagement in school is oftentimes the result of a lack of connection to learning that makes sense in the real world. Education needs to respond to the ever-changing world our youth will experience throughout their lives. We all owe it to our youth to create a more flexible, dynamic education system - one suited to improve student engagement and better prepare them for their lives after high school.

This situation is not unique to BC. Other leading jurisdictions, such as Finland and New Zealand, are responding and shifting their approaches to learning. Like BC, other education leaders are transforming their systems to better meet the needs of their students through improved, more personalized approaches to learning.

We have an incredible opportunity on the horizon. It is expected by 2022 that approximately one million jobs will become available in BC. However, only about 530,000 young learners in BC will enter the job market over the same period. This difference between opportunity and supply creates both a challenge and an opportunity for education in BC. The Ministry's Education Plan provides the vision for how the education transformation currently underway meets this challenge and supports the overarching goal of preparing young people to capably succeed in a rapidly changing world.

Goals, Objectives, Strategies and Performance Measures

The Ministry will continue to work towards improving outcomes for every learner in the system. Through three goals, we will support government priorities including the BC Jobs Plan, BC's Skills for Jobs Blueprint, #BCTECHStrategy, and Taxpayer Accountability Principles, while strengthening the K-12 education system. In keeping with the transformation of the education system in BC, the Ministry will periodically review and reconsider the Service Plan goals, objectives and performance measures.

Goal 1: Personalized, Flexible Education that Enables Students to be Successful

Objective 1.1: Create a Personalized Learning Education System Based on the Demonstrated Aptitudes and Expressed Interests of Individual Students

Strategies:

- Modernize our current curriculum in collaboration with education partners, parents and the public, and align assessment methods to make them more responsive to individual students;
- Create an inclusive education system that recognizes and supports the needs of Aboriginal, French-language, English Language Learning (ELL), international, and rural students, as well as students with special needs;
- Develop new Graduation Requirements as the foundation for an updated, personalized graduation program - one where academic and vocational success are equally valued; and
- Create new provincial-level assessments to accurately measure Goal 1 - a personalized education system that enables all students to be successful.

Performance Measure 1: Grade to Grade Transition Rates

Performance Measure	2011/12 Baseline	2015/16 Forecast	2016/17 Target	2017/18 Target	2018/19 Target
Grade 8 to Higher Grade	97%	≥97%	≥97%	≥97%	≥97%
Grade 9 to Higher Grade	96%	≥97%	≥97%	≥97%	≥97%
Grade 10 to Higher Grade	91%	≥92%	≥93%	≥93%	≥93%
Grade 11 to Higher Grade	87%	≥88%	≥89%	≥89%	≥89%

Data Source: Ministry of Education, Satisfaction Survey www.bced.gov.bc.ca/reporting

Discussion:

Information regarding students transitioning from one grade to the next provides an important indication of success in the K-12 system. Students who transition, in a timely fashion, have a greater likelihood they will graduate and be prepared to move into the workplace or continue their education. This measure represents the percentage of students who, in a given year, successfully complete the grade level they are at and transition to a higher grade level the next year.

Grade 8 and 9 transition rates are stable at 97%. The 3% who do not transition either migrate to another jurisdiction or repeat the grade. Very few students drop out at this point because most of these students are legally required to attend school. Grades 10 and 11 *non-transition* rates are stable at 8% and 12%, respectively. The increase over Grade 8 and 9 *non-transition* rates is most likely due to

students dropping out of school, but other factors such as out-migration from the province, and repeating a grade may be factors. To help inform actions and improve student transitions, the Ministry implemented a system in September 2015 to determine what happens to each student who leaves the system before graduating. Results of this Performance Measure will be reported on in the next iteration of Service Plan Annual Report in June, 2016.

Objective 1.2: A Flexible Education System that Provides Families, Students and Teachers Options in How, When and Where Education is Delivered

Strategies:

- Recognize multiple pathways to graduation and career preparation, including traditional classrooms, distributed learning, independent schools, home schooling, apprenticeships, community learning, public libraries, trades training involving local industry and group learning options; and
- Create more flexibility and accountability within the funding system for education that supports personalized learning, encourages student participation in trades training, and streamlines transitions to post-secondary pursuits.

Objective 1.3: An Education System Focused on Student Success

Strategies:

- Enhance positive education environments that allow students to explore their stated interested and demonstrated aptitudes, and provide them with opportunities to experience both challenge and success;
- Improve outcomes for all learners and professional capacity in the system with the new Framework for Enhancing Student Learning;
- Work with the Ministry of Health on the Healthy Schools BC initiative, which aims to improve the educational and health outcomes of students using a Comprehensive School Health approach. In their Service Plan, the Ministry of Health reports on the percentage of students who are learning to stay healthy. The Ministry of Education's role in this matter is to provide advice, consult with education partners on development of resources and implementation of the initiatives, and maintain effective communication with School Districts;
- Work with the Ministry of Advanced Education on a joint strategy to increase the number of K-12 students entering post-secondary education and trades training, and facilitate transitions to the workplace. To support this work, the Ministry has appointed a Superintendent of Careers and

Student Transitions, and with the Ministry of Advanced Education has appointed a Superintendent of Graduation and Student Transitions; and

- Create partnerships between the K-12 education sector, post-secondary institutions, business and local communities to help connect students with opportunities available in various careers and support them form and achieve career goals. For more information, visit Discover Skills online or refer to BC's Skills for Jobs Blueprint.

Discussion:

As education partners work together to develop both an improved provincial assessment program and an updated Accountability Framework (the Framework for Enhancing Student Learning), tools beyond the current Foundation Skills Assessment and provincial examinations are being explored to evaluate system performance. These jointly-identified and developed measures for student success are expected to be reflected in future Service Plans, in order to provide increased coherence between School District performance and the Ministry.

Performance Measure 2: Percentage of Students Who are Prepared for a Job in the Future or for a Post-Secondary Education

Performance Measure	2013/14 Baseline	2015/16 Forecast	2016/17 Target	2017/18 Target	2018/19 Target
Percentage of Grade 10 students who report that they are satisfied that school is preparing them for a job in the future.	37%	37%	38%	40%	42%
Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a job in the future.	25%	25%	26%	28%	30%
Percentage of Grade 10 students who report that they are satisfied that school is preparing them for a post-secondary education.	48%	48%	50%	52%	54%
Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a post-secondary education.	41%	41%	42%	44%	46%

Data Source: Ministry of Education, Satisfaction Survey www.bced.gov.bc.ca/reporting

Discussion:

The Satisfaction Survey is administered annually as part of the accountability cycle, and gathers opinions from students, parents/guardians and school staff on achievement, human and social development, and safety. The number of students who report that school is preparing them for a job in the future, or for post-secondary education, helps demonstrate the impact of the current education practices in BC high schools. Student satisfaction in these areas area has been declining and reached a low in 2013/14. Based on these results, the Ministry is taking action to improve student preparedness for life after school through improvements to BC's curriculum and graduation program, working with School Districts to improve readiness for transitions to both work and post-secondary education, increasing focus on student engagement in the new Framework for Enhancing Student Learning, and engaging in research and other efforts with education partners to improve these results.

Performance Measure 3: Student Participation in Youth Apprenticeship Programs

Performance Measure	2013 Baseline	2015 Forecast	2016 Target	2017 Target	2018 Target
Annual increase in the number of students participating in youth apprenticeship programs*	3,000	3,700	4,200	5,000	5,000

Data Source: Industry Training Authority. ***Note**: Data for this measure are collected on a calendar year basis.

Discussion:

It is expected that one million jobs will become available in BC by 2022. Roughly 40% of them will require some form of trades or technical training. BC's Skills for Jobs Blueprint helps align training and education with in-demand jobs. The Ministry of Education is working in partnerships including the Ministry of Advanced Education, the Ministry of Jobs, Tourism and Skills Training, the Ministry of Social Development and Social Innovation, the Industry Training Authority, the Ministry of Aboriginal Relations and Reconciliation, the Career Education Society, Skills Canada BC, and others to provide the right opportunities, so students are ready for the workforce or more training upon graduation. The increase in the number of students participating in youth apprenticeship programs gives insight into whether students are connected to available opportunities in various sectors. Higher targets in later years demonstrate the impact of improvements to programs designed to expand access to trades training for youth.

Goal 2: Effective Support for Teachers

Objective 2.1: Improved Communication with Teachers

Strategies:

- Engage with teachers to learn what they need to improve classroom practices and to feel effectively supported; and
- Find new ways to share teachers' knowledge of effective teaching practices across the education system.

Objective 2.2: Improved Support for Teachers

Strategies:

- Work with our education partners to support ongoing professional development for teachers, based on the standards established by the BC Teacher's Council and recognizing our communal interest in promoting a strong professional identity within the teaching profession.

- Improve education opportunities, including working with partners to target professional development involving successful implementation of new curriculum and best practices in aboriginal education;
- Work with School Districts and teachers to ensure educators have effective technology to support student success; and,
- Improve access to information regarding best practices in teaching.

Performance Measure 4: Schools on the Next Generation Network

Performance Measure	2004/15 Baseline	2015/16 Target	2016/17 Target	2017/18 Target
Percentage of schools on the Next Generation Network	25%	50%	100%	100%

Data Source: Ministry of Education, Information & Technology management Branch

Discussion:

To ensure students are able to thrive in an increasingly digital world, the Ministry must continue to support quality technology-related learning. The Next Generation Network (NGN) is an initiative that will transform the Provincial Learning Network to a high-capacity, modern system that can grow and adapt to changing needs. The initiative will convert approximately 1,650 School District sites to the NGN over a period of three years. The NGN provides increased bandwidth to allow leading edge technologies to be applied in classrooms, schools, and School Districts. The NGN will also provide a critical foundation for other system-wide tools, such as MyEducationBC, and connect schools and communities across the province through a robust data-carrying network.

Goal 3: An Effective, Accountable and Responsive Education System

Objective 3.1: High Standards for Individual Students

Strategies:

- Support, measuring and reporting student success across the K-12 system in a way that improves learning outcomes, connects families and teachers, and aligns with Ministry and School District targets;
- Create a new set of graduation requirements, based on the knowledge, skills, and competencies that students will need to compete in tomorrow's workforce;
- Collaborate with provincial education partners to evaluate and improve BC's provincial assessment program;

- Implement an improved accountability framework, BC's Framework for Enhancing Student Learning; and,
- Facilitate access to the technology students and parents need to support success in personalized learning and set standards for digital literacy.

Performance Measure 5: Completion Rate

Performance Measure	2011/12 Baseline	2015/16 Forecast	2016/17 Target	2017/18 Target	2018/19 Target
The percentage of students who complete school within six years of first starting Grade 8	82%	84%	≥85%	≥86%	≥87%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	62%	≥65%	≥67%	≥69%
The percentage of students with Special Needs who complete school within six years of first starting Grade 8	56%	66%	≥68%	≥70%	≥72%

Data Source: Ministry of Education. Note: Completion rates are based on data collected by the Ministry of Education. Note: Special Needs students include those with Sensory Disabilities, Learning Disabilities and Behavioural Disabilities.

Discussion:

Completion rates are determined by calculating the percentage of students who successfully complete provincial graduation requirements and obtain a Dogwood Diploma or an Adult Dogwood within six years of starting Grade 8 for the first time in a BC public or independent school. Completion rates have long been a performance measure because young adults are better positioned to transition to post-secondary studies, or the workplace, if they complete BC's graduation requirements and receive a secondary school graduation diploma.[1] Targets have been set acknowledging that as graduation rates improve, significant year over year increases becomes more challenging however, a longer term outlook underscores our gains in this area.

Objective 3.2: A Transparent and Responsive Education System that Works with Families, Employers and Communities to Position Students for Success in Post-Secondary Education and in the Workplace

Strategies:

- Encourage parents and the public to engage in the process of education transformation, including an enhanced web presence, and public dialogue around what is valued in education;
- Make education system-related data and information transparent and accessible to students, parents, teachers, administrators and those working to improve education in BC;

[1] For more information about past and present completion rates, please visit www.bced.gov.bc.ca/reporting/

- Work with all education partners to develop and implement improved School District reporting methodologies based on the values of the Framework to Enhance Student Learning.
- Work with School Districts on the successful delivery of capital projects that support student learning in communities all over BC.
- Implement MyEducationBC, which will offer improved tools for communication of student learning with stakeholders, most notably parents, and,
- Work with School Districts to set clear accountabilities for increased enrolment in career programs, improved grades promotion and expanded partnerships with industry and post-secondary institutions, guided by the BC Jobs Plan and BC's Skills for Jobs Blueprint.

Performance Measure 6: Capital Project Performance

Performance Measure	2015/16 Forecast	2016/17 Target	2017/18 Target	2018/19 Target
The percentage of School District capital projects that meet their approved schedule and budget	85%	86%	90%	92%

Data Source: Ministry of Education, Capital Management Branch

Discussion:

This performance measure evaluates the delivery of School Districts capital construction projects within the Ministry's annual capital plan. The number and value of projects varies from year to year. This measure allows the Ministry to assess how effectively School District capital projects are delivered with respect to scope, schedule and budget. Projects range in size, scope and value, and use a variety of procurement methods. The Ministry allocates funding and monitors cash flow, and boards of education are responsible for delivering school capital projects according to approved scope, schedule and budget.

Resource Summary

Core Business Area	[illegible] Restated Estimates[1]	[illegible] Estimates	[illegible] Plan	[illegible] Plan
Operating Expenses ($000)				
Public Schools Governance	6,622,359	6,672,359	6,744,759	6,760,159
Public Schools Administration	159,276	161,389	163,377	166,759
Learning Improvement Fund	95,100	100,000	100,000	100,375
Independent Schools	310,564	359,100	376,800	376,800
Transfers to Other Partners	60,379	60,379	60,479	60,479
Executive and Support Services	60,148	60,233	60,333	60,350
British Columbia Training and Education Savings Program Special Account	30,000	30,000	30,000	30,000
Teachers Act Special Account	7,000	7,067	6,979	6,979
Total	6,858,360	6,908,974	6,966,939	6,991,992
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Executive and Support Services	910	1,170	3	3
Capital Plan ($000)				
Public Schools	342,149	459,382	559,862	602,179

[1] For comparative purposes, amounts shown for 2015/16 have been restated to be consistent with the presentation of the 2016/17 Estimates.

[2] Further information on program funding and vote recoveries is available in the Estimates and Supplement to the Estimates.[2]

Resource Summary Public Schools

School Districts	2015/16 Forecast	2016/17 Budget	2017/18 Plan	2018/19 Plan
Combined Income Statement ($000)[1]				
Total Revenue	5,854,721	5,901,238	5,949,984	6,016,198
Total Expense	5,827,959	5,860,880	5,909,643	5,974,849
Net Operating Results	26,762	40,358	40,341	41,349

[1] This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Major Capital Projects

The Ministry's Capital Program is focused on the following objectives:

1. Ensuring safe schools;
2. Preserving the schools we have to maximize the life of the school; and,
3. Adding classroom space in areas of rapid economic development.

All new or replacement schools are built to the latest seismic safety standards, are built to LEED Gold© or equivalent, and may include up to 15% additional space to accommodate a Neighbourhood Learning Centre (NLC) that enables School Districts to partner with local organizations to deliver community services.

Ministries must publicly report building projects estimated to cost over $50 million. Initial reporting utilizes cost estimates. Final project costs are reported once the project is complete and all costs accounted.

Clayton North Secondary School

Under the Ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. Enrollment in this part of Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Lord Tweedsmuir, which is operating over its current capacity. It is estimated that the new school will cost $55 million and complete in 2017.

Oak Bay High School

Under the Ministry's Safety Program, School District No. 61 (Greater Victoria) replaced the existing secondary school with a new 1,300-student-capacity school on the current site, including district-funded space for 100 international students. The school met the milestone opening target of September 2015 and it is estimated to cost $52.5 million when all works are complete.

Kitsilano Secondary School

Under the Ministry's Safety Program, School District No. 39 (Vancouver) is adding a new wing, seismically upgrading and completely restoring the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Restoration and seismic upgrade continues on the heritage portion. It is estimated that the improvements will cost $65 million and be complete in the Fall of 2017.

Belmont and Royal Bay Secondary Schools

Under the Ministry's Safety & Expansion Programs, School District No. 62 (Sooke) has replaced the 1,200-student capacity Belmont Secondary School with a new school on the site of the former Glen Lake Elementary in Langford, and built a new 800-student-capacity secondary school at the Royal Bay site in Colwood. Both schools met the milestone opening targets of September 2015. The replacement of Belmont Secondary is estimated to cost $56 million and the new Royal Bay is estimated to cost $40.8 million once all works are complete.

Centennial Secondary School

Under the Ministry's Safety Program, School District No. 43 (Coquitlam) is undertaking a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The replacement of Centennial Secondary is estimated to cost $61 million and complete in 2016.

Appendix A: Ministry Contact Information

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